

The Australian Curriculum

Subjects	Japanese
Year levels	Year 8

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with others to share interests and experiences, exchange information and express opinions and feelings

[Key concepts: lifestyle, [communication](#), experience, opinion; Key processes: interacting, recounting, responding, elaborating]

(ACLJAC163 - Scootle [↗](#))



Elaborations

engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, such as sport, food, study or music, for example, *からてをしますか。いいえ、でも好きです。*

expressing opinions such as *サーフィンがかっこいいです。えいがはたのしいです。*

recounting experiences such as holidays, special events or celebrations through email or face-to-face conversations, for example, *どこでパーティーをしましたか。だれときましたか。*

sharing and comparing information about teenage life, daily routines and responsibilities, for example, *わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。にねます。いつも父とそうじをします。*

introducing themselves to other Japanese speakers, *じこしょうかい*, using appropriate formulaic expressions such as *はじめまして、(school name) の デニス です。* and culturally appropriate gestures

using formulaic language spontaneously in interactions to express feelings, for example, *あー、つかれた、えー、むずかしい、たのしかった、できた*

using cohesive devices such as conjunctions when sequencing or elaborating an account of experiences, for example, *土よう日にかいものに行きます。だから、はやくおきます。*

sustaining and extending conversations by seeking additional information or asking additional questions, for example, *しゅみはなんですか。*

Engage in activities that involve collaboration, planning, organising, negotiating and transacting

[Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing]

[\(ACLJAC164 - Scootle !\[\]\(43d9217bb24978652ee990eeb5d584bb_img.jpg\)\)](#)

Elaborations

participating in scenarios related to accepting and declining invitations, planning, making arrangements and negotiating details, using language related to place, time and activity, for example, 月よう日に 日本のレストランに行きましようか。月よう日は、ちょっと…。火よう日は どうですか。

budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, for example, ゲームが/を にせんえん かいたいです。二千円 あります。どれが一ばんやすいですか。

participating in authentic or simulated transactions that involve making requests, considering options, buying, selling or ordering, for example, この T シャツは L サイズですね。ちょっと 大きいです。M サイズを ください。

creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using Japanese

giving and following instructions to play games, follow recipes, or carry out traditional Japanese activities such as calligraphy, origami or martial arts, using language forms and vocabulary associated with sequencing, such as さいしょに、つぎに、それから、そして

Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification

[Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting]

[\(ACLJAC165 - Scootle !\[\]\(c1f32534a493397209d2857ba81a6e9d_img.jpg\)\)](#)

Elaborations

using modelled structures in simple and compound sentences, and cohesive devices such as だから、でも to state opinions, make suggestions or provide clarification

asking and responding to questions such as テストはいつですか。きょうゲームをしますか。ロッカーなんに行ってもいいですか。何ページですか。

participating in class activities such as word, board or digital games, using phrases such as わたしの ばん、みぎ、ひだり、ざんねん、つぎは だれ?

obtaining additional information from the teacher and peers by requesting repetition or clarification or by asking how to say something in Japanese, for example, にほんご なんで何ですか。

expressing their responses to learning and using Japanese, such as by detailing preferences, likes and dislikes in relation to aspects of the experience, for example, *かんじはむずかしいですが、おもしろいです。*

enquiring about and describing the location of classroom items and materials using prepositions, for example, *ワークシートはどこにありますか。テーブルの上にあります。*

Informing

Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats

[Key concepts: research, data, media; Key processes: researching, collating, designing, presenting]

(ACLJAC166 - Scootle [↗](#))



Elaborations

gathering, classifying and summarising information from class surveys, realia, notices, timetables and announcements, and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries

identifying key details, expressions and information in authentic or modified texts, for example, signs, weather reports, print advertisements, menus, packaging, brochures or websites, and using the information to create their own texts for specific purposes and audiences

listening for key points of information and cultural references in short spoken or recorded texts such as phone messages, announcements or weather reports, and transposing them to note form for their own reference or to communicate to others

collating information from sources such as magazine articles, recorded interviews or website postings about high-profile individuals or events to edit and represent in timelines or profiles on a shared database

drawing on content, language, images and presentation formats from a range of Japanese media resources to design posters or leaflets on topics such as environmental sustainability or youth-related issues



Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts

[Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing]

(ACLJAC167 - Scootle [↗](#))



Elaborations

using data collected from one another to analyse and communicate information about themselves, their interests and experiences to other Japanese speakers

researching a Japanese cultural event, such as ゆきまつり、おしょうがつ、^{はなみ}花見、^{つきみ}お月見, and creating an informative multimodal text that communicates key elements of that event for other learners of Japanese

creating texts such as brochures, posters or website posts to inform others about upcoming events such as Languages Week, a Japanese-language performance or a school exchange visit

creating a video clip or a photographic or journal record of activities such as a school camp, excursion, performance or sporting event as a contribution to a school or community event

creating a virtual introduction to the school and neighbourhood for Japanese-speaking visitors

Creating

Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences

[Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising]

([ACLJAC168 - Scootle](#) )



Elaborations

responding to imaginative texts such as songs, stories, films or video clips, for example, by identifying favourite elements or characters and recording key vocabulary and expressions

reading and evaluating a story or *manga*, for example, by rating it and creating a short modelled review to present orally to the group or to post on a shared website

reading or viewing simple ^{むかしばなし} *むかしばなし*, identifying key messages and values and comparing them to familiar folk tales or stories associated with their own early literacy experience

comparing popular contemporary Japanese and Australian music by listening to and viewing music video clips, identifying similarities and differences in expression, themes and styles of performance

comparing how key messages and beliefs are communicated across cultures through the visual and creative arts, for example, comparing the role and representation of animals or landscapes in Indigenous Australian Dreaming stories and Japanese mythology or folk tales



Create a range of spoken, written and multimodal texts that involve imaginary **characters**, places and experiences to entertain others

[Key concepts: mood, drama, effect, [audience](#); Key processes: creating, performing, [composing](#)]
 (ACLJAC169 - Scootle [↗](#))



Elaborations

creating and performing imagined experiences in intercultural contexts, using expressive language, gestures and supporting materials to create dramatic effect, for example, gesture games or theatre sports

creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences

creating and performing texts that reflect cultural behaviours which are associated with Japanese contexts and communities and which contrast with their own cultural experience

creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience

creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script

composing simple songs, jingles, posters and advertisements for real or imagined situations or products, such as an Australian product for the Japanese market

Translating

Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one [language](#) to the other
 [Key concepts: [culture](#), equivalence, idiom; Key processes: translating, comparing, mediating]
 (ACLJAC170 - Scootle [↗](#))



Elaborations

creating captions to translate short segments of a video clip or アニメ, noticing when direct translation is not possible

identifying Japanese words and expressions that involve cultural meanings which are difficult to translate into English, such as もしもし、よろしくおねがいします

comparing translations of short Japanese texts such as signs, conversations, audio messages or digital texts, identifying differences and similarities between their tone and style and that of equivalent texts in English

reflecting on challenges associated with transferring meaning from one language to another

translating short conversational exchanges between Australian or Japanese speakers, comparing content and style of communication and discussing how to translate culturally embedded terms

Work collaboratively to design bilingual resources to convey information to the school community

[Key concepts: bilingual [text](#), glossary, meaning; Key processes: annotating, explaining]

([ACLJAC171 - Scootle](#) )



Elaborations

creating bilingual subtitles, captions or commentaries for texts such as brochures, slideshows or digital video clips that inform the school community of aspects of Japanese culture such as mealtime protocols, festivals, or social behaviours

producing bilingual texts in print or multimodal formats to promote school events such as multicultural activities, Japanese performances or Languages Week activities

composing menus or programs for Japanese-themed events, with key items and information in Japanese and explanatory footnotes or glossaries in English

creating bilingual texts that involve subtitles or captions to introduce non-Japanese speakers to aspects of Japanese cultural expression, such as celebrations, the exchange of gifts and wishes, or aspects of hospitality

creating digital texts such as songs, dialogues or instructions, with options for displaying in either Japanese or English

Reflecting

Participate in intercultural interactions, identifying and comparing aspects of [culture](#) that affect [communication](#) and noticing how own [culture](#) impacts on [language](#) use

[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing]

([ACLJAC172 - Scootle](#) )



Elaborations

recognising the link between language and culture by reflecting on frequently used expressions such as [しつれいします](#), [おくれてすみません](#), and ways in which values and culture are embedded in the language

making a list of perceived benefits of learning Japanese and developing an intercultural capacity, for example, access to different perspectives and experiences, and insights into their own language and cultural experience

experiencing authentic or virtual interaction with Japanese language and culture, for example, through face-to-face or online interactions with other Japanese speakers through exchanges, excursions, school visits or web-chatting

making appropriate language choices for particular social situations in different cultural contexts, for example, using appropriate familial terms to refer to their own or to others' family members

reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, or avoiding eye contact when talking to older people

Consider how their own **biography**, including family origins, traditions, interests and experiences, impacts on their sense of **identity** and ways of communicating

[Key concepts: **identity**, family, community, **communication**, **culture**; Key processes: reflecting, comparing, representing]

(ACLJAC173 - Scootle [↗](#))



Elaborations

reflecting on their own response to learning and participating in cultural behaviours such as bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment

creating written, spoken or multimodal texts such as identity maps, timelines, digital presentations or family trees with captions to describe significant life influences such as key people, events, educational experiences, community affiliations or travel experiences, for example, そふは イタリア人です。でも、そぼは イギリス人です。1950年に オーストラリアに きました。

reflecting on the experience of learning and using Japanese, and considering whether own previous attitudes or assumptions in relation to Japan or the Japanese language and culture have changed

considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities

sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences

Understanding

Systems of language

Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds

[Key concepts: [pronunciation](#), loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising]

([ACLJAU174 - Scootle](#) )



Elaborations

accurately pronouncing all combinations of *kana*, including voiced and unvoiced elements, and all combined sounds (contractions and blends)

recognising that in the copula *desu* and the verb suffix *masu*, the ‘u’ is devoiced in normal speech

using available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード

understanding that some new combinations of sounds have been devised to allow for pronunciation of loan words, for example, ティ

Recognise and use all *katakana* and understand the relationship in texts between hiragana, *katakana* and *kanji*

[Key concepts: [script](#) function, *kanji* readings; Key processes: identifying, differentiating, writing, reading]

([ACLJAU175 - Scootle](#) )



Elaborations

reading and writing all *katakana*, including voiced, unvoiced, contracted and blended sounds, using the *kana* chart

understanding that many *kanji* are made up of more than one component and that radicals often represent meaning, for example, the radical 木 means something to do with ‘wood’


noticing that *kanji* can clearly differentiate the meanings of words that are pronounced identically, such as 火 and 日

learning to write words and phrases using both *kana* and *kanji*, for example, 大きいくるま車、小さい木

using *furigana* to support the reading of unfamiliar *kanji*

Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of [verb](#) conjugation

[Key concepts: [metalinguage](#), [verb](#) conjugation, sentence structure, [register](#); Key processes: describing, categorising, analysing]

([ACLJAU176 - Scootle](#) )



Elaborations

further developing metalanguage to describe and increase control of grammatical concepts and language elements, such as noun modifiers or speech styles

creating learning resources such as verb and adjective charts and lists of vocabulary and sentence structures

understanding the different functions of a range of particles, such as:

- が (topic marker)
- を (object marker)
- に (time, date, place, destination, for)
- と (and, with)
- で (location, action, means)
- へ (direction, destination)
- ～から ～まで (from, ～as far as, distances)

describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時に^{ろくじ} うちで^{あに} 兄と^た ごはんを^た 食べます。

using い and な adjectives in the present tense, for example, おいしい、たのしい、しずかな、 and negative forms, for example, 高くない^{たか}

using adverbs as formulaic expressions, for example, 早く^{はや}、おそく

understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles

understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis

using both affirmative and negative forms of particular grammatical elements in different tenses

creating cohesion and flow by using conjunctions, for example, だから、それで、それに

understanding how to indicate politeness using ご and お prefixes, for example, お名前^{なまえ}、先生の^{せんせい} ごかぞく

using counter classifiers: ～時、～分、～つ、～まい、～本

using superlatives, for example, 一番 好きです

Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga

[Key concepts: [genre](#), [text](#) features, [text](#) structure, [cohesion](#); Key processes: analysing, describing, comparing]

([ACLJAU177 - Scootle](#) )



Elaborations

recognising key features and structures of familiar texts in Japanese, such as lost child announcements, spoken commercials or print advertisements, for example, by identifying formulaic expressions, and comparing with expressions in similar texts in English

recognising the format of different Japanese texts and punctuation conventions in either たてがき or よこがき, and understanding how this varies according to the context, purpose and intended audience


understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, だから、それで、それに

comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, exploring how the audience, purpose and context influence each language version

Language variation and change

Explain variations in Japanese [language](#) use that reflect different levels of formality, authority and status

[Key concepts: [register](#), tenor, respect; Key processes: differentiating, explaining, comparing]

([ACLJAU178 - Scootle](#) )



Elaborations

explaining variation in language use between people of different ages and relationships, for example, ^{はは}母, ^{かあ}お母さん and ~先生, ~さん; avoiding あなた when showing politeness; the frequent use of わたし to avoid foregrounding oneself; using ~くん or ~さん when speaking with close friends, family members or other young people; and using surnames ~さん or ~先生 for adults

understanding that Japanese expressions can be made more or less formal with very slight changes, for example, the presence or absence of formal endings, such as the difference between 先生、ありがとうございます。 and おやすみ。おやすみなさい。

analysing language used to express different levels of formality in a variety of texts such as conversations, letters, emails and text messages, noting differences between written and spoken texts

finding examples of informal forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of loan words when talking about popular culture, for example, ‘J-rock’, ‘J-pop’, ‘fast food’

Understand that the Japanese **language** has evolved and developed through different periods of influence and change

[Key concepts: **language** change, **word borrowing**, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining]

(ACLJAU179 - Scootle [↗](#))



Elaborations

recognising words ‘borrowed’ by Japanese from other languages such as English, French or Portuguese, for example, パン、ズボン、 and noting how these words are pronounced by Japanese speakers

recognising that all languages carry histories of contact with other cultures, such as the adoption of *kanji* from Chinese into Japanese



understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications, design and technology; and considering why some types of words and expressions are most frequently borrowed, such as グローバル、パワーアップ、カラー

identifying words that have similar meanings and pronunciation across different languages, reflecting on the origins and associated cultures of such words, and how they came to be part of Japanese and other languages, for example, パスタ、エネルギー

discussing reasons for changes in the Japanese language, such as globalisation, exposure to other languages and cultures through media, travel, and digital communication forms and representations

Role of language and culture

Understand that Japanese **language** and **culture**, like all languages and cultures, are interrelated, both shaping and reflecting each other

[Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing]

(ACLJAU180 - Scootle [↗](#))



Elaborations

explaining language associated with familiar routines that reflects cultural values, for example, きり

つ、れい and しつれいします。

interpreting the significance of differences in family kinship terms when referring to one's own or others' family, for example, 父^{ちち}/お父さん、あね^{あね}/おねえさん

reflecting on the cultural significance of the presentation of information in simple Japanese texts, for example, じこしょうかい, how the ordering of information on business cards (company, title, surname, given name) reflects the relative importance of company/collective, family and individual status

explaining language used in Japanese interactions that reflects humility or deference, for example, expressions used to refuse or deflect praise of self or family, or to defer to others

considering how and why Japanese speakers use conversational strategies to avoid conflict, such as using indirect or softened language, for example, もうすこし がんばりましょう。

comparing core cultural concepts reflected in Japanese language, such as 和^わ ('harmony'), with similarly significant cultural concepts reflected in some Australian terms or expressions, for example, mateship

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures [Key concepts: self, family, home, interests; Key processes: interacting, describing, expressing]

(ACLJAC001 - Scootle [↗](#))



Elaborations

exchanging greetings depending on the time of day, for example, おはよう ございます。こんにちは。 , using appropriate titles and terms of address, such as ~先生^{せんせい} or Simon さん、 and gestures such as bowing to show respect

giving and receiving items using culturally appropriate gestures and language, for example, どうぞ。 どうも ありがとう。

exchanging personal details with Japanese-speaking peers via online or virtual forums, for example, providing name, age, school, and language(s) spoken at home

introducing themselves (じこしょうかい) using culturally appropriate formulaic expressions and gestures, はじめまして、どうぞ よろしく。、 with bowing and appropriate eye contact

describing aspects of their personal worlds, for example, friends, family, pets, teachers, school and interests, using expressions such as noun は adjective です。わたしの ともだちは おもしろい です。

exchanging information about daily or leisure activities or events via face-to-face or online modes of communication such as blogs or virtual conversations, and comparing experiences with those of Japanese-speaking peers, using cohesive devices such as conjunctions when sequencing or elaborating, for example, 日^{にち}よう日^びに えいが^いに行きます。それから、かいものを します。 or すし^すが 好き^す です。でも、さしみ^すが 好き^すじゃない です。

expressing likes and dislikes, for example, スポーツが 好き^す です。しゅくだいは ちょっと...

using formulaic language to express feelings, for example, おなか^すが ぺこぺこ です。つかれました。さむい です。どきどき します。

Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances

[Key concepts: tasks, transactions, collaboration; Key processes: planning, making arrangements, purchasing, performing, participating]

([ACLJAC002 - Scootle](#))



Elaborations

working together to create displays, presentations or performances to showcase their Japanese learning for family, friends or school community

following instructions, for example, following a recipe to make やきそば, おこのみやき、まきずし or making origami

making arrangements using language related to place, time and activity, for example, 火よう日に テニスを しますか。火よう日は ちょっと...

participating in scenarios that involve ordering and purchasing goods such as food and drink, for example, すしを ください。おちゃ、おねがいします。いくらですか。

participating in class activities such as word, board or electronic games, using set phrases in Japanese such as わたしの ばん、みぎ、ひだ、かった!、まけた、ざんねん、だめだった、だいじょうぶ?、がんばって!、つぎは だれ?、いち、に、さん!

Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement

[Key concepts: roles, routines, interaction patterns; Key processes: responding, requesting, apologising, thanking]

([ACLJAC003 - Scootle](#))



Elaborations

using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons and responding to roll call, for example, きりつ, れい, ちゃくせき, はい, います。いません。

asking the meaning of words and how to say something in Japanese, requesting repetition and indicating whether or not they understand, for example, はい、わかりました。いいえ、ちょっと わかりません。日本語で 何 ですか。すみません、もう いちど。

using formulaic expressions to ask for clarification (for example, ~は えい語で 何 ですか。十四 ページ ですか。) or permission (for example, トイレに 行っても いい ですか。), to apologise for lateness or interrupting (for example, すみません、ちょっと いい ですか。おくれて すみません。), and to borrow classroom objects (for example, えんぴつを かして ください。けしゴム、ありますか。)

using appropriate language and behaviour when giving and receiving classroom objects, for example, どうぞ。ありがとう ございます。

following instructions to complete an activity or to get organised, for example, たって ください。
さんにん
 三人グループに なって ください。

praising, complimenting and encouraging others, for example, じょうず ですね。いい ですね。よく できました。すごい ですね。もうちょっと です。がんばりましょう。

Informing

Locate key points of information in a range of texts and resources and use the information in new ways [Key concepts: information, data, culture; Key processes: researching, classifying, interpreting, presenting]

(ACLJAC004 - Scootle [↗](#))



Elaborations

identifying key information such as names of people and places, times and activities in familiar types of texts such as conversations, profiles, emails and announcements

gathering, classifying and summarising results of class surveys on topics such as students' likes and interests, family, neighbourhood, activities or habits, and presenting findings to others, for example, ひるごはんに なに 何を た 食べますか。日よう日に なに 何を し しますか。しゅうまつに どこに い 行きますか。

listening to and reading texts and reorganising information to present in new ways, for example, by sequencing activities chronologically by completing a timetable or timeline, chart, table or itinerary

reading, listening to and viewing texts such as video clips, brochures, websites, menus, labels and packaging to obtain information about aspects of Japanese culture, for example, daily routines, food, writing systems, significant places or geography

locating, interpreting, classifying and listing factual information from modified texts such as notices, timetables, announcements, advertisements or signs

identifying cultural values reflected in a range of texts, such as the use of symbols, signs or images in advertising

Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms

[Key concepts: community, cultural practice, personal world; Key processes: composing, designing, presenting, reporting, comparing]

(ACLJAC005 - Scootle [↗](#))



Elaborations

creating and presenting a profile of a well-known Japanese or Australian person, including details, for example, とし、かぞく、 and ^す好きなこと such as ^た食べもの、スポーツ、かもく、どうぶつ

AA

planning and preparing short spoken, written or digital presentations on aspects of daily life and social/cultural practices in Japan or Australia, such as school, leisure, daily routines, celebrations or festivals, using supporting resources such as sound, images or graphics

AA

reporting on events and activities in their immediate environment or personal worlds, such as through a personal blog, digital post, formal speech, diagrams, charts or illustrated schedules, for example, ^きのう サッカーの ^しあい でした。わたしの ^がっこうの チームは ^かちました。

creating a video clip to communicate specific information to a particular audience, such as a visual or virtual introduction to their family or neighbourhood or a glimpse into a week in the life of an Australian teenager for potential exchange student groups

creating a comparative report on aspects of Japanese and Australian lifestyles, such as climate, students' interests or daily routines, using formats such as data displays, charts or graphs to identify

similarities and differences, for example, オーストラリア人は ^{じん}フットボールが ^すき です。でも、^{にほんじん}日本人は ^やきゅうが ^すき です。今 ^{いま} オーストラリアは ^あき です。でも、^{にほん}日本は ^はる です。

Creating

Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts

[Key concepts: imagination, fantasy, character, effects, values; Key processes: responding, reflecting, creating, comparing]

(ACLJAC006 - Scootle [↗](#))



Elaborations

reading and viewing texts such as *anime*, *manga*, video clips or lyrics of J-pop, responding to questions about characters, lyrics or events, for example, ^なだれ ですか。名>まへは ^{なん}何 ですか。何(なん)の ^いイベント ですか。どこ ですか。、 or re-creating elements by means of a storyboard, timeline or original performance

responding to structured stimulus questions about characters, places, events or effects in imaginative texts such as stories, films and *anime*, using modelled language and formulaic expressions to

express reactions, for example, やさしい ^{ひと}人せが ^たかい です。おもしろい ^はなし ですね。ちょっと ^こわい です。かなしい です。たのしかった です。びっくり ^しました。どきどき ^しました。

comparing and reflecting on ideas, values and key messages in Japanese texts, such as the moral of a story or folk tale, identifying ideas and themes that may be similar or different across cultures, for example, Japanese concepts of おんがえし、 working hard, consideration of others and humility

discussing which animals often feature in Japanese folk tales and what characteristics are attributed to them, for example, つる in つるのおんがえし、 さる and かに in さるかにがっせん、 and comparing with animals that feature in folk stories from other languages and cultures from the Asia-Pacific region, such as Australian Aboriginal and Torres Strait Islander stories



exploring the idea of changing values and behaviours as represented in contemporary imaginative and creative texts such as television shows and/or commercials, video clips, jingles and computer games

Reinterpret or [create](#) and perform imaginative texts such as video clips, raps or skits using modelled [language](#) and supporting resources

[Key concepts: adaptation, [mode](#), [performance](#), intercultural experience; Key processes: creating, interpreting, expressing, performing]

(ACLJAC007 - Scootle [↗](#))



Elaborations

creating imaginative texts to share with others, for example, a commercial for a new or existing product, a comic strip, a jingle, song or rap

producing short scripted plays or video clips to perform or present to others who are learning Japanese, experimenting with rhyme, rhythm and onomatopoeia

composing and performing an imagined scenario or skit designed to support intercultural understanding and involving elements such as comedy, emotion or surprise, for example, いただきます。いってらっしゃい。もしもし。こんにちは。

creating imaginative stories using a variety of resources and modes of presentation such as video clips or digital photo montages

designing texts for real or imagined special occasions that include the expression of culturally appropriate behaviour, for example, ねんがじょう、母^{はは}の日^ひM

Translating

Translate and [interpret](#) short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions

[Key concepts: meaning, [translation](#), equivalence, [context](#); Key processes: translating, interpreting,

comparing, explaining]

(ACLJAC008 - Scootle [↗](#))



Elaborations

collaborating with peers and the teacher to translate and interpret familiar texts in Japanese such as emails and phone conversations between friends or self-introductions, noticing similarities and differences between Japanese interactions and their own communicative style

interpreting words and expressions encountered in simple Japanese texts such as greeting cards, menus or stories that do not translate easily into English and that reflect aspects of Japanese culture, for example, ていしょく、いただきます、 the use of 'happy' in English compared to おめでとう in Japanese, しつれいします、はじめまして、どうぞよろしく

comparing own translations of simple texts with peers', explaining why words or expressions were translated in particular ways and considering reasons for any differences

learning to use dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context

comparing the meaning and use of emoticons in Japanese and English

Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions

[Key concepts: bilingualism, equivalence, context, meaning; Key processes: translating, reasoning, explaining]

(ACLJAC009 - Scootle [↗](#))



Elaborations

creating written or digital bilingual resources to support their language learning, such as captions for photo stories or displays, glossaries or personal Japanese–English dictionaries, with examples and explanations of terms or expressions that have cultural associations

preparing bilingual captions for texts such as a newsletter item for the school community or for Japanese-speaking peers, exploring how to convey specific ideas in two different languages

interpreting aspects of spoken Japanese texts for others, for example, providing an English commentary on a Japanese item at a class, school or community event, assembly or parent evening, explaining culturally significant expressions and gestures

creating bilingual menus, signs or brochures for the school or local community, such as information about caring for the environment or school resources



Reflecting

Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour

[Key concepts: intercultural experience, cultural frames, response; Key processes: identifying, reflecting, expressing]

(ACLJAC010 - Scootle [↗](#))



Elaborations

adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, ^{はは}母、ママ and ^{かあ}お母さん、～さん and ～せんせい

describing and demonstrating differences in ways of showing consideration for others in Japanese, for example, using particular terms of address, register and body language in greetings, such as おはよう。 versus おはようございます。、 or forms of respect or apology when entering a classroom しつれいします。、 at mealtimes いただきます。 or when interrupting someone すみません。

reflecting on aspects of the experience of using Japanese that highlight intercultural differences relating to social and communicative behaviours, for example, the use of personal space and body language, and ways of accepting or refusing an offer

observing live or recorded interactions in different Japanese-language contexts, identifying aspects that they find confusing or surprising, for example, gestures (おじぎ), levels of politeness, ways of requesting, thanking or greeting, or the exchange of business cards, and comparing to own cultural forms of expression and social interaction

developing language for expressing personal reactions to and feelings about intercultural experience, for example, いいですね。 あれ？ へえ すごい！びっくりした！すみません。

noticing that a focus on 'self' is avoided in Japanese by the minimal use of the pronoun 'I' in interactions

Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity

[Key concepts: self-expression, identity, community, communication; Key processes: reflecting, comparing, identifying]

(ACLJAC011 - Scootle [↗](#))



Elaborations

identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age, gender

sharing reactions to intercultural experiences, and considering whether their individual background, age and interests contribute to attitudes and/or beliefs that impact on the experience

preparing a digital class profile to exchange with Japanese-speaking students, showing the cultural backgrounds, interests and personalities of each class member using images, captions and symbols

creating a print or digital personal 'cultural ID profile' to exchange with Japanese-speaking peers, making decisions about what points of information will be of most interest, for example, by creating a family tree with associated links to cultural connections, languages spoken, interests and activities

comparing and reflecting on how identity is expressed across cultures and languages, considering the idea of 'belonging' and the relative importance of group or family membership as expressed in different languages

Understanding

Systems of language

Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation

[Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising]
(ACLJAU012 - Scootle [↗](#))



Elaborations

understanding the system of Japanese sound combinations, that Japanese has five vowels and that a vowel can be attached to all consonants except 'ん'

accurately pronouncing all combinations of *hiragana* and *katakana*, including voiced and unvoiced forms and all combined sounds (contractions and blends)

understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different

recognising that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech

using available combinations of *katakana* to experiment with the Japanese pronunciation of loan words, for example, レストラン

recognising the basic unit of sound in Japanese ('mora': モーラ or 拍), for example, こんにちは has five moras

becoming familiar with the rhythm of Japanese, recognising the concept of the 'foot' (フット) as the minimum unit of rhythm, and that one foot in Japanese consists of two moras, for example, ごちそう

さま is pronounced as a three-foot word

Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji

[Key concepts: [script](#), kana, kanji, hiragana, katakana, furigana, stroke order, pictograph; Key processes: recognising, copying, applying, distinguishing]

([ACLJAU013 - Scootle](#) )



Elaborations

understanding that the Japanese language uses three different scripts depending on word origins and on the context of language use

reading and writing all *hiragana* and *katakana*, including voiced, contracted and blended sounds, using the *kana* chart

using the *kana* chart as a systematic framework to support learning

recognising that Japanese can be written vertically or horizontally and has various typefaces in printed form

understanding the use of basic Japanese punctuation marks such as a まる (。)、てん (、) and *katakana* long vowel mark (ー), for example, in a student's name such as サリー

applying the principles of stroke order to write all *kana* and high-frequency *kanji* such as 行きます、
月、大きい

knowing that *kanji* were brought from China and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji*

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understanding that each individual *kanji* represents meaning as well as sound, such as 日 ('sun', 'day'), and that some *kanji* come from pictographs, for example, 山

learning to write high-frequency *kanji*, such as numbers, days of the week, family members, and basic adjectives and verbs, applying the basic principles for stroke order, for example, 父、母、小さい、
見ます、日本語

understanding the use of *furigana* as a tool to support reading

Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity

[Key concepts: grammar, vocabulary, [syntax](#), [metalinguage](#); Key processes: recognising, describing, indicating, comparing]

([ACLJAU014 - Scootle](#) )



Elaborations

developing metalinguage for communicating about language, using terms such as ‘noun’, ‘pronoun’, ‘verb’, ‘adjective’ and ‘conjunction’, and cross-referencing with knowledge of English-language syntax and parts of speech

understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb:

- subject は noun です。
- subjectは adjective です。
- subject は objectを verb ます。

understanding that pronouns are used far less frequently in Japanese than in English

understanding and using a range of particles to perform different functions, for example:

- は (subject, topic marker)
- が (subject, topic marker: ～が好きです、～がいます/あります)
- を (object)
- に (time, destination)
- へ (direction)
- で (transport)
- の (possession)
- と (and, with)
- も (also)

understanding the role of sentence-ending particles such as か and ね

understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles

understanding how to use い and な adjectives in the present tense in basic sentences such as たのしい、たのしくない、ゆうめいな、ゆうめいじゃない

understanding the rules of verb conjugation, for example, ます、～ましょう、～ました、～ません、～ませんでした

なに なん び

understanding different question words such as 何, どこ、何よう日、どんな、いつ、いくら、だれ

describing locations of homes, people and things using basic structures such as noun は place に
あります。 noun は place に います。

using a range of verbs related to daily activities, for example, 行きます、見ます、たべます、かきま
す、よみます、ききます、はなします、します

understanding and responding to formulaic expressions that use て form, such as 見て ください。
トイレに 行っても いい ですか。

creating cohesion and flow using conjunctions, for example, そして、それから、でも

knowing how to count 一～千

using common counters and classifiers such as ～人、～さい、～がつ、～時

understanding the use ofこそあどseries in concrete contexts, for example, これ、それ、あれ、ど
れ

using basic time expressions such as days of the week and months, for example, まい日、ときどき

building vocabulary that relates to familiar environments such as the classroom, family and personal
world and that can be used for cross-curricular content learning

understanding the use of the prefixes お and ご before some words to indicate respect, for example,
おなまえは?、ごかぞく

understanding that the words for family members are different for one's own family and for other
people's families, for example, お母さん、母

identifying similarities and differences in Japanese and English grammatical rules relating to word
order or the use of elements such as pronouns

Identify textual conventions of familiar spoken, written and multimodal types of texts

[Key concepts: [text](#), [genre](#), [mode](#), tenor, [audience](#); Key processes: identifying, sequencing, comparing]
(ACLJAU015 - Scootle [↗](#))



Elaborations

recognising structures and key features of familiar types of texts such as めいし、 emails,
conversations, speeches, advertisements, stories and songs, identifying formulaic expressions and

comparing with similar texts in English, for example, by comparing ways of answering the phone or starting and ending a letter

identifying how certain types of texts are typically constructed, for example, the use of particular layouts, visual images and grammatical features in advertisements, *manga* or brochures

understanding that the format of Japanese texts can include either たてがき or よこがき、 according to the context, purpose and intended audience

understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, そして、それから、でも

understanding conventions associated with using げんこうようし、 for example, the size of small characters, the position in the square and the placing of punctuation

Language variation and change

Understand that Japanese **language** use varies according to the **context** and situation of the interaction and the relationship between participants

[Key concepts: variation, **context**, relationship; Key processes: identifying, distinguishing, analysing]

(ACLJAU016 - Scootle [↗](#))



Elaborations

understanding and explaining variation in language use based on the age, relationship, and level of familiarity between participants, for example, 母^{はは}/お母さん^{かあ} and ~先生^{せんせい}/~さん、 avoiding あなた when showing politeness

identifying language use associated with gender, age, social status or the purpose of interaction, for example, ぼく、わたし、はい、うん、こんにちは、ハロー、さようなら、バイバイ、 and recognising the importance of using appropriate forms of address when interacting with different people, for example, using ~くん/~さん when communicating with close friends, family members or other young people, and using ~さん、 ~先生^{せんせい} for adults

Understand that the Japanese **language** both influences and is influenced by other languages and cultures

[Key concepts: **language** change, intercultural contact, loan words; Key processes: identifying, reflecting, making connections]

(ACLJAU017 - Scootle [↗](#))



Elaborations

recognising words of Japanese origin used in English, for example, 'judo', 'karaoke', 'karate', 'obento',

‘sushi’

recognising the use of words ‘borrowed’ by Japanese from other languages such as English, French or Portuguese, for example, サッカー、ゴルフ、パン、 and noting how these are pronounced by Japanese speakers

understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology, and considering why some types of words and expressions are more frequently borrowed, such as ラップ、トップ、ダウンロード、チャット

identifying words that have similar meanings and pronunciation across different languages, and reflecting on the possible origins of such words and their associated cultures

understanding that there are Japanese-speaking communities outside Japan, for example, in the United States, in particular Hawaii, and South America, and that Japanese is widely taught in many countries around the world and within the Asia-Pacific region, including Australia

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understanding that all languages change, that some are constantly growing and expanding and that others are disappearing or being revived, as in the case of many indigenous languages

Role of language and culture

Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be **culture**-specific and difficult to transfer between languages

[Key concepts: [culture](#), [language](#), values, meaning; Key processes: analysing, explaining, comparing]

([ACLJAU018 - Scootle](#) )



Elaborations

considering how Japanese language and interaction patterns around familiar routines such as mealtimes reflect traditional practices and values associated with family life, for example, using formulaic expressions such as いただきます。 いただきます。 いただきます。 いただきます。 おかえり。

identifying changes in contemporary communication styles that reflect changes in Japanese and Australian cultures and social practices, for example, ハロー、バイバイ and グッドラック

identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして。よろしく おねがいします。 or that the question おげんきですか。 is a genuine health enquiry rather than a greeting

understanding that the Japanese language has many ways of expressing values such as

consideration and respect, for example, どうぞ, >どうも、すみません、おくれて すみません、しつれいします、 and using indirect forms of refusal and softening responses, for example, ちょっと...。あんまり...